DOCUMENT RESUME

ED 108 782 95 RC 008 587

AUTHOR	Wittstock, Laura Waterman; Wolthausen, John H.
TITLE	Alternatives to Standard Classification and Cataloging. Guide 4: Alternatives to Classification.
INSTITUTION	National Indian Education Association, Minneapolis, Minn.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 75
NOTE	17p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594
AVAILABLE FROM	National Indian Education Association, 3036 University Avenue, SE, Suite 3, Minneapolis, Minnesota 55414 ($0.75 each; $7.50 set; $6.50 groups of 20 sets; $5.00 groups of 100 or more sets)
EDRS PRICE	MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
DESCRIPTORS	*American Indians; *Cataloging; *Classification; Guides; *Library Planning; Library Services; *Library Technical Processes; Reference Materials

ABSTRACT

Individuals, organizations, and tribes are rapidly recognizing that libraries and the information services which they offer are necessary to meet American Indian goals. Although these goals may vary widely from improved access to education, cultural information, information on available social services, to leisure reading, they are all based in a component or institution designed to process information--a library. Fourth in a series of 11 guides developed to provide initial direction and alternatives to those planning or developing Indian library and information systems, this guide briefly discusses standard cataloging systems and several alternative systems specifically designed for Indian libraries. The cataloging systems discussed include color coding, author storage methods, and accession numbers. Classification systems covered include the Library of Congress Classification, Dewey Decimal System, and Cutter System. Commercial services for cataloging are briefly reviewed. Seven sources for additional information are cited. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED108782

RC 23-06-75

Alternatives to Classification

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by
Laura Wittstock and
John Wolfhausen

Guide Number (4) 0002 June 1975

RC008587

475
E94

PREFACE

Libraries and information centers are rapidly becoming an integral part of Indian life. Individuals, organizations, and tribes have come to the decision that libraries and the information services that they offer are necessary to meet Indian goals. These goals may vary widely, from improved access to education, cultural information, information on available social services, to leisure reading. They are all based in a component or institution designed to process information - a library.

As yet, only limited resources are available to meet this fast growing demand. Funding must usually be garnered from other programs. Professionally qualified Indian librarians and trained Indian technicians are in critically short supply. Books and other informational resources still contain racist information. Experience in developing programs and services which meet the local community's needs is slight. Specific sensitivity to Indian ways and alternatives is just developing as library and information services develop in Indian communities.

The purpose of these guides is to provide initial direction and provide alternatives to those planning or engaged in developing Indian library and information systems. Each guide discusses basic policies, initial steps, or discreet activities that appear to be essential to successful Indian library service. Each guide gives the reader basic direction and alternatives for development in his locale.

The reader is strongly advised to recognize these guides for what they are - ideas and programs that have been successful in the communities where they are used. They will not solve all the problems of Indian library service. They will provide the reader with some ideas, programs, and concepts to be considered in light of informational needs in the specific Indian community to be served.

Three basic types of information are presented in the guides: societal coping skills, basic considerations for implementation; and descriptions of services unique or critical to Indian libraries. These guides are supplemented by the Appalachian Adult Education Center's, Library Service Guides. The excellent Appalachian guides deal primarily with services in small communities.

Coping skills are given in two guides, (#'s 1 and 2). Organization and implementation will be discussed in five of the guides (#0,3,9,10, & 11) which cover: funding, organization, assessing needs, materials selection, and training. Five guides will discuss services unique or critical to Indian Library Service (#4,5,6,7, & 8). These guides cover: cataloging, urban services, adult education, program elements, and information services.

Charles Townley, Editor

ED108782

Alternatives to Standard Classification and Cataloging

Laura Waterman Wittstock
and
John H. Wolthausen

Guide 4

John H. Wolthausen is the Research Librarian with Project MEDIA, NIEA, in Minneapolis, Minnesota. He and his associates are currently creating a unique computer-housed data base on Native American materials. Laura Waterman Wittstock, (Seneca Nation), is a consultant with the National Congress of American Indians in Washington, D.C. and acting Executive Director of the American Indian Press Association, Washington, D.C.

CONTENTS

Pathfinding..... 4
Cataloging..... 4
Arrangement of Information..... 5
Describing the Materials..... 6
Locators..... 7
Classification..... 9
Commercial Services..... 11
Smorgasbord..... 12

"The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred."

I. PATHFINDING

A library's worth can easily be measured by how its users react to its presence. Many a community has sprung forth with or without a plan. When community planners have been active, the library was often thought of as adjunctive along with the town hall and the fire house. This "let's have a library, too!" kind of planning is laudable as commitment, but becomes kinky as classification and cataloging time rolls around. To provide planning for your community library before it is built is to reward yourself with many happy users in time.

Although many classification and cataloging systems have been devised and instituted in libraries, standardization relates to the systems themselves. All systems are alternatives, really. Your job is to be the pathfinder - selecting and testing the best alternative for your community, based on an accurate assessment of user needs.

Two basic definitions of user needs must then be answered: 1) how to catalog so that access to materials is easy to obtain, and 2) how to classify so that the materials can reflect an integrated relationship to one another.

II. CATALOGING

The overall purpose of a catalog in the library, as mentioned, is to provide access to the collection of materials for the users of the library. In addition, the catalog serves the library staff by indicating which materials the library holds. The information is generally useful - people answering questions can use it to find materials that might have the answers; people ordering materials can use it to be sure they are not unintentionally ordering materials the library already has; an accurate assessment of the library's scope can be made by perusing the catalog.

By concise definition, the catalog is a list of the library's holdings. Its two functions are: 1) to tell users what is in the library; and 2) to tell users where to find materials in the library.

> MESSAGE: The way in which the catalog listing is arranged will limit the possibilities of access that users will have to the materials in the library.

The form of catalogs has traditionally been confined to the card system. This form uses cards that have the information describing each piece of material and the location of that material printed or typed on them. The cards are then arranged in some order in drawers that are available to users. While this is the most widely used form of library cataloging, it is not the only one in use.

Some libraries, especially large ones that have very large holdings, use book catalogs. These books have the description and location of the library's holdings in copies that are placed at various places in the library for users. The information in them is essentially the same as that in a card catalog, except that the user does not need to go flipping through several cards in a drawer. Entries are convenient to scan. The problem with book catalogs is that when newly received materials are to be entered in the catalog, the printed page does not allow space for juxtaposing the new titles. In the card form, the problem does not exist since new entries can simply be filed between two existing cards. Periodic reprinting is necessary, the cost of which must be budgeted for at the onset.

Another alternative, being planned for use by Project MEDIA of the National Indian Education Association, is expensive but intriguing: the computer manipulated catalog. The project, an activity of NIEA, is presently using a large computer to select materials relating to Native Americans and Native American education. The project will then phase to a mini-computer, in this instance with an interactive capability (the operator "interacts" with a data base) for cataloging and classification of materials held by the project, as well as materials not held by the project, but which have been described in a related data base. Thus access to the materials is simplified - the user requests the information and a screen flashes what is requested. The method is painless and provocative. None of the problems of either the card or book forms is present. The drawback is budget, and unless you intend to have other uses for this type of computer, the method is not recommended for small libraries.

III. ARRANGEMENT OF INFORMATION

Again, the type of arrangement of a catalog should depend upon the needs and desires of the user. Traditionally, libraries have arranged catalogs in three ways. First, since most libraries deal generally in books that have authors (as compared to seed catalogs and telephone directories, for example), the catalog is arranged alphabetically according to the author's last name. All the books by the same person will be found together in the same place in the catalog. This can be a problem for the user that does not know the name of the author. In many cases, however, the user knows the title of the book. Because of this likelihood, libraries have traditionally arranged catalogs by title, again alphabetically. There are two entries, in these cases then: author and title, both easily identifiable to the cataloger.

Some users know neither the author nor the title of a book, but they have an idea of a topic or theme about which information is needed. Accordingly, libraries have traditionally arranged their catalogs according to the subject area of the book. Subject arrangements, though, have proven to be much more difficult to accomplish than authors and titles. What is the subject? What about materials that have more than one subject? Authorities,

0006

called, "Subject Headings," have been developed to help solve the problem.

Subject Headings are words or groups of words that describe a particular subject (theme, topic) arranged alphabetically in lists. The lists are then assigned to the catalog entries by the cataloger who decides which heading(s) best describe the book. Filing is alphabetical. All entries with the same subject headings are together in the catalog, allowing the user to find all the material in the library the cataloger decided was within the boundaries of a particular subject area.

The United States Library of Congress has, over the years, developed a very long list of subject headings which it uses to give subject access to its collection. The Library sells this list to anyone who wants it, and many libraries use it as their authority. Because the list reflects the subject contents of the Library of Congress, it is very long and very general and is useful for large, general libraries, rather than those that have a specific orientation.

Another generally available list is that developed by a public librarian, Minnie Earl Sears, entitled the Sears List of Subject Headings. It is much shorter than the Library of Congress' list (LC List of Subject Headings) and does not reflect the holdings of any particular library. The list is meant for the small, general library, and again does not very well serve the needs of a library that has a specific orientation.

The ideal, as you may have guessed, is for a library to generate its own set of subject headings, based upon user needs. It is a time-consuming process and should be considered when staff and time is ample or if the collection is small (5,000 units or less). Most libraries choose one of the major subject headings lists and modify them according to their own needs.

The catalog is now comprised of entries for Author, Title, and Subject.

IV. DESCRIBING THE MATERIALS

Each entry generally contains three parts: heading, description, locators. The heading is the part that is alphabetized in the catalog and it constitutes the arranging factor. The heading for Author entries is the Author, etc.

The description of the material represented by the entry is a section which can really include just about anything the cataloger feels is important for identifying the material for the user. Some things that libraries have incorporated into the description are:

Title of the Work
Author(s)
Publisher

0007

Publication Date
Number of Pages

In some cases, a short contents description is also included, especially for materials that have several different things in them, like anthologies of stories/plays/poems.

As with trying to develop subject heading authorities, librarians have attempted to standardize which information goes into the description of the material. The latest word on this continuing effort is the Anglo-American Cataloging Rules. This volume on cataloging was devised by the American Library Association (ALA), the Library of Congress (LC), the Library Association (Britain), and the Canadian Library Association. It attempts to cover all possible situations of library cataloging and is, therefore, quite complex and useful for larger libraries with diverse holdings. For libraries with comparatively small collections or collections of a particular orientation, it is a little too complex and difficult to use. Even collections of moderate size need not adhere to AACR and several have chosen to use a local policy for description of materials.

An alternative to the complex AACR was developed by Esther H. Piercy for small public libraries and school libraries. This policy is outlined in her book, Commonsense Cataloging. While the policy is considerably shorter and simpler than AACR, it should be remembered that it too is intended for general purpose libraries and may not be entirely suitable for specific kinds of libraries.

The overall purpose of the description of materials in a library is to uniquely identify each to the user so that he knows exactly what he is getting by looking at the entry in the catalog. If the type of collection will allow this to be done with a single typed or handwritten line, then that is all the description that is needed. However, as the collection gets larger and larger, then descriptions (generally) have to be enlarged to show the differences between materials (editions, versions, etc.).

V. LOCATORS

The third portion of the catalog entry is the locator. This is the item that ties the catalog entry for a piece of material to the shelving arrangement. Using a locator, it is possible to have several entries in a catalogue for one item. A book might have an entry for the author (or one each for several authors), another entry for the title of the book, and one or more entries for the subject of the book. Thus, many different points of access can be provided for a single book for the many different needs of users.

In general, locators can take almost any form. They can be and have been anything from pieces of colored tape to very complex numbers and combinations of letters and numbers. The only requirement is that, if a catalog is used (there is no require-

0008

ment that one actually be used), then there must be a definite association between the catalog entries for the item and the item itself.

COLOR CODING - Using this kind of locating, the library materials are divided into large subject groupings (Navajos, Music, Art, etc.) of the library's choice and based upon the peculiarities of its collection, each of the areas is then assigned a color. The materials that fit into a particular group are then coded with a tape of the group's color. The catalog entry for that material is also coded with the colored tape. The system is easy and fast, requiring little time on the part of the library's staff. It can be useful for users since individuals interested in a particular one of the groups can simply proceed to that area of the library which houses the group, without using the catalog. All of the materials are conveniently together.

Generally, however, this procedure tends to lose effectiveness as the collection gets larger. Materials are acquired that do not fit well into any of the groups, if the collection gains a generalized orientation, and eventually the staff runs out of colors. Also, as more and more materials are put into existing groups, it becomes more difficult for users to browse in their favorite colors. Overall, color coding is workable for collections that are fairly small or which deal with some fairly specific groups.

AUTHOR STORAGE METHODS - This method of locating materials in the library involves making some connection between the author of the work and the work itself. Many public libraries shelve their fiction materials (novels, mysteries, westerns) in order of the last name of the author. Readers of this kind of book probably have a favorite author and can easily find books, using this shelving method. It is possible to shelve all the materials that a library has by author's last name, and some libraries do so. Like the color coding method, this method is easy for the staff (since the author is determined). Thus the locator of the book on the shelf is determined.

Unfortunately, some problems do arise for the user. For example, where items have author's names exactly the same as those of other authors, a situation occurs where the user will not be able to tell exactly whether one piece of material is by one author or another having the same name. Also, some names just occur more frequently than others (Jones, for instance), which causes many materials to accumulate in one section of the shelves.

An attempt has been made to solve these problems in the author storage method by devising symbols for different authors. One of these is by Charles Ammi Cutter. This scheme generates a locator using the first initial of the author's last name and a set of numbers to designate that particular author. This system, called the Cutter System, puts all the books by one author in one place followed by all the books of the next author.

In this way a user can locate all the books by one author (using the code) on the shelves.

Some problems are not solved by the Cutter System. If a user does not know the author he is interested in, there is no recourse, using this system alone. A subject and a title index is needed. The system does not help much with materials that do not have authors (magazines, films, audio recordings and videotapes, etc.). And, the system alone does not help if a user is looking for a particular book, in the instance of a prolific author. The user must search through to find the book he wants.

ACCESSION NUMBERS - The last problem mentioned might easily be solved by numbering the books of each author, as well as assigning a Cutter number. This would provide a unique identification of each book in the library, as well as bringing together all of the books by one author. Thus, a unique locator can be included on each of the catalog entries for the book. Approaching the catalog by any one of the different arrangements discussed earlier could provide access to the book. This implies, however, that there will be a subject catalog to assist the user who does not know the author's name or the title of the work. And it does not assist in finding materials that are not books

The accession number without the Cutter number could be used also, bypassing authors' names altogether. The books can be shelved using an access number in linear order as materials are acquired. However, it places the user at the complete mercy of the catalog, since the materials in the collection will be in nearly random order on the shelves.

VI. CLASSIFICATION

One of the major problems that occurs with any scheme of shelving using the author's name or the title of the item is that users are unable to browse through the shelves looking for materials that might deal with a particular subject of interest. The obvious solution to this problem is to shelve materials according to the subject. Color coding is one method, but it does not uniquely locate a book. Most classification systems use numbers or letters that stand for particular groups. These numbers or combination number/letter groups are then able to be expanded so that each item in the library fits into a unique classification number which is used as a locator. If the classification scheme has been carefully designed, the materials are on the shelves according to their subjects and browsing is invited to the user who knows the general outline of the scheme.

The critical element in classification is the design of the scheme. Several have been developed, which like the AACR and Commonsense Cataloging, are designed for collections broad in subject scope. Both of these major schemes attempt to create classifications for all possible facets of human knowledge, at least enough to handle the materials that are likely to appear in a library.

The largest and most complex classification scheme for libraries comes from (where else?) the Library of Congress. It is titled the LC Classification, and is a reflection of the holdings of the Library of Congress. Its main classes are the letters of the alphabet (L equals Education; K equals Law; M equals Music, and so on). Within each class, the various parts of each class are outlined and assigned either another letter and a set of numbers, or a set of numbers only, depending on the class. Again, the difficulty with the scheme is that it is expensive and not recommended for small collections of a general nature. Small collections of a particular nature might be able to use portions of the scheme, provided the specialty is consistent with the classes given. The scheme is contained in 32 volumes, plus assorted supplements, but can be purchased by volume. Thus if a single class will be sufficient, it is not necessary to buy the whole scheme.

Another scheme that is very popular, especially with smaller public libraries is the Dewey Decimal System of classification. This scheme uses numbers only and is broken into ten classes, numbered 000; 100; 200; to 900. Each of these represents a very general subject class (700 is Arts; 200 is Religion; for example). The ten classes are further divided into 100 divisions, which are in turn divided into 1000 sections. Thus 1000 different numbers, numbered 000 to 999 are available for classifying materials. Other segments in the scheme, contained in a three-volume set, further subdivides each of the 1000 sections into more specific subject classes, using a decimal point and additional numbers (General Tables). The Relative Index lists all of the subjects in alphabetical order, giving the associated class number.

The Dewey system also incorporates a series of tables that allow for the formation of new classifications using rules that direct combining numbers to form longer numbers.

The Dewey system was designed to cover all knowledge (to be found in a library) in a way that might be useful for public libraries. It was developed at the time of greatest growth of public libraries in this country. But since the world has changed considerably since the system was developed, many librarians find the schemes increasingly difficult to use, especially in the specialized library. In fact, most specialized libraries have abandoned it in favor of a locally produced system or one of the LC classes. It still works reasonably well for libraries that have a fairly general collection, though it tends to break down as a collection gets very large. (The problem comes in when many of the newly acquired materials require the same numbers as some materials already in the collection. Thus, the uniqueness of the number is lost and the locator feature of the system is lost.)

Some libraries use a combination of Dewey and Cutter, so that materials of the same subject are still located in the same place because of the classification number and they are uniquely identified because of the Cutter number. Additionally, as more

acquisitions are made on similar subjects and the subjects themselves get more technical, the Dewey numbers get longer and longer, making them difficult to use for both user and library staff.

A classification system developed especially for libraries handling mainly Native American or Hispanic materials has been developed by Douglas R. Philbrick (Sioux). is system separates materials first by form (Reference Works; United Nations Documents; Serials; Government Documents; Audio-Visual Materials; Monographs) then by Tribe for monographs (works that deal with one Tribe) and country for monographs that deal with Hispanic people. It is recalled that the LC Classification uses letters of the alphabet to stand for classes. Two letters, "I" and "Y" are not currently in use by LC. Mr. Philbrick proposes using these two letters of the alphabet, to divide materials further, according to whether or not the material deals with Native Americans (assigned letter "I") or Hispanic people (assigned letter "Y"). Materials are then subject classified using the LC classes. All materials are thusly assigned one of two letters. Finally, materials are assigned an author identifier using the first four letters of the author's name. With this system, all monographs about the same Tribe or Hispanic country are grouped together on the shelves and within the tribal and national grouping, by broad subject and author.

Materials dealing with more than one Tribe are classed as Reference Works and are shelved separately, as are Government documents, etc. The remainder of Mr. Philbrick's system calls for a card catalog in which cards are filed in order of call number, developed according to the above scheme. Thus, materials are filed in the catalog exactly the way they appear on the shelves. And all materials about the same Tribe are filed and shelved together. Additionally, Mr. Philbrick suggests separate author and subject card catalogs.

This system would probably be useful so long as the library did not get very large. Once the materials began to accumulate in the library, it seems likely that the group for reference materials would become too large to be very practical. The section for monographs will probably handle a large collection quite well.

VII. COMMERCIAL SERVICES

Because the process of making up catalog entries is time consuming for the library's staff (and it is expensive), several organizations and companies began to sell catalog cards for books. Foremost among these groups is the Library of Congress.

LC catalog card services are available for all materials it holds, which includes nearly all materials published in the United States. It should be noted that LC supplies only catalog cards, of no use to libraries using a book catalog format. The information supplied is LC information, including the description according to the AACR, and the LC subject headings that have been

assigned to the work. It also supplies the LC and Dewey Decimal classification numbers that have been or should be supplied, using those schemes.

The price for this service is 45¢ for a set of eight cards, if ordered using the LC card number, and $1.05 if ordered without the LC card number. Other materials necessary for processing - labels for books, circulation materials, etc. - must be provided and paid for separately.

Book jobbers, companies that purchase books in large numbers from publishers at large discounts and then resell them at list price or below to libraries, will, in many instances, supply cataloging cards for these materials at a slight additional charge (25 to 50 cents), when you purchase materials from them. Generally, the information contained by these cards includes the Dewey classification and Sears Subject Headings. The companies might also supply material other than cards in their services.

A few commercial organizations supply cataloging information without your having to purchase materials, generally at a fee. The H. Wilson Company, 555 W. Taft Drive, South Holland, Illinois provides catalog information at no cost for purchasers of its material, but the same service can be obtained for H. Wilson materials from the Specialized Service and Supply Company, 1329 Arlington Street, Cincinnati, Ohio, for a fee of 50¢ per title. The service includes six to ten pre-printed cards, a circulation card, and labels for the materials themselves.

The Jostens Corporation, 1301 Cliff Road, Burnsville, Minnesota, also provides cataloging services. Cataloging information may be purchased either with Dewey Decimal Classifications and Sears Subject Headings, or Library of Congress Classifications and Subject Headings. Charges are 25¢ for the Dewey/Sears format, and 30¢ for the LC format. Materials supplied for both formats consist of four pre-printed catalog cards and three labels for materials.

In general, commercial services for cataloging can significantly assist an organization effort, but it should be remembered that the services are intended for materials that are organized according to standardized practices. If your library is supposed to be organized along lines intended to best serve your own user population, chances are the services available from a commercial organization will be of limited value. These groups do provide, however, pre-printed cards, and these may be used in any way you wish, provided a card catalog method of operation is chosen. The LC or Sears Subject Headings do not have to be the filing elements. You can use your own list of subject headings. Similarly, the LC or Dewey Decimal classifications might easily be replaced by your locally developed classification system or none at all, if that is your policy.

VIII. SMORGASBORD

0013

We have presented here several options for cataloging and classification. Although the tendency has been in the past to use baedekers in approaching these two jobs, creative spin-offs from them, and totally unique invented methods are being ruled out less and less. Among the more lively atmospheric options are: stocking in several paperback copies of popular books (Custer Died for Your Sins; We Talk, You Listen; Laughing Boy) as give-away items to hook young or new patrons; using the library as a community meeting place on special occasions to attract the impulse user; setting up an oral history audio tape collection using young library patrons (they do tell their friends), and more.

Your library need not be condemned to being a museum with the acoustics of a submarine, staffed by pickle-faced personnel. It can be a smorgasbord of delights for eye, ear, touch. And it can bring back the user to your place, time and time again. Whatever you choose, an integrated approach to cataloging and classification, architecture, user population needs, space and use of color will in the long run, prove useful and creative, too.

BIBLIOGRAPHY AND OTHER SOURCES

The following materials and organizations will provide information and/or materials on a more detailed nature than that given in this guide for collection organization. For the most part, the materials can be found in nearly every public library and all should be available in a college or university library.

1. U.S. Library of Congress, Subject Cataloging Division. Outline of the Library of Congress Classification. Washington, D.C., U.S. Government Printing Office, 1970.

This is available on request from the Card Division, Library of Congress, Building 159, Navy Yard Annex, Washington, D.C. 20541. It is an outline of the entire LC classification schedule and can be helpful in deciding whether or not to use this scheme and which parts of it might be useful to a particular library.

2. Dewey, Mevil. Dewey Decimal Classification and Relative Index. New York, Lake Placid Club Education Foundation, 1971. 18th Edition, 3 vols.

These three volumes comprising the entire Dewey Classification system are available from The Forest Press, Inc. of the Lake Placid Club Education Foundation, Lake Placid, New York 12946 for $45.00. Before purchasing, you should first check out a copy of the system from a library to see if it will be of use to your library.

3. American Library Association, et. al. Anglo-American Cataloguing Rules. American Library Association, Chicago, 1970. 409 pp.

Available from the American Library Association, 50 East

Huron Street, Chicago, IL 60611 for $5.95. Outlines the procedures for entry, heading and description of materials for cataloguing.

4. Westby, Barbara Marietta. Sears List of Subject Headings. New York, H.W. Wilson, 1972. 10th Edition. 590 pp.

Available from the H.W. Wilson Corp., 950 University Ave., Bronx, New York 10452 for $10.00. As mentioned in the guide, this is a list of subject headings meant primarily for smaller collections of a general nature. It is also generally available at public libraries and/or academic libraries.

5. U.S. Library of Congress, Subject Cataloguing Division. Subject Headings Used in the Dictionary Catalogue of the Library of Congress. Library of Congress, Washington, D.C. 1973. 371 pp.

Available from the Library of Congress, Card Division, same address as above, for $30.00. The list of subject headings used in the LC catalogue. Also available at many public libraries and nearly all academic libraries.

6. Piercy, Esther J. Commonsense Cataloging, A Manual for the Organization of Books and Other Materials in School and Small Public Libraries. New York, H.W. Wilson, 1965. 223 pp.

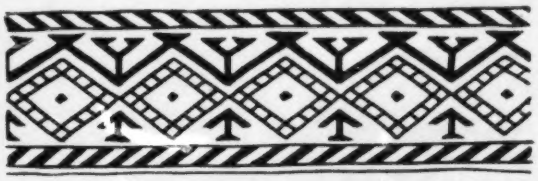
Available from the publisher (see #4 above) for $6.00 as well as from most public libraries. It gives a cursory discussion of the reasons behind cataloguing but provides an extensive procedural section that could be used as an example of establishing local procedures.

7. Akers, Susan Grey. Simple Library Cataloging. Chicago, American Library Association, 1944. 3rd Edition. 197 pp.

Though somewhat dated, this volume provides some additional background to the cataloging procedure. It also provides information concerning satellite files for catalogue maintenance. Unfortunately, this book is no longer in print but would probably be available from a large public or college library.

National Indian Education Association
Library Service Guides

0. Guide to Funding Sources for American Indian Library and Information Services.
1. Working with Indian Communities and Agencies to Establish Indian Library Services.
2. Working with Library Agencies to Establish Indian Library Services.
3. Initial Organization and Staffing Patterns for Indian Library Services.
4. Alternatives to Standard Classification and Cataloging for Indian Libraries.
5. Urban Indian Library Services.
6. Adult Education and Indian Libraries.
7. Promoting Indian Library Use.
8. Locally Generated Information and Referral Services in Indian Libraries.
9. Assessing Information Needs in the Indian Community
10. Materials Selection for Indian Libraries.
11. In-Service Training in Indian Libraries.



Appalachian Adult Education Center
Library Service Guides
Selected Titles

Using Pamphlets with Disadvantaged Adults.

The Recruitment of Disadvantaged Adults: Effective Publicity.

Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems.

Expanding Library Services to the Elderly.

ABE - What Is It?

Interagency Cooperation: The Public Library and Agencies that Serve Disadvantaged Adults.

Order Appalachian Guides from:

Appalachian Adult Education Center
Morehead State University, UPO 1353
Morehead, Kentucky 40351

National Indian Education Association
3036 University Avenue, S.E. Suite 3
Minneapolis, Minnesota 55414

NON PROFIT ORG.
U.S. POSTAGE
PAID
Minneapolis, Minn.
Permit No. 3392

TO:

PRICES

The guides are available from the NIEA as follows:

$7.50 for the set of 11 guides
or
.75¢ each

There is a discount for quantity orders, as follows:

20 or more sets $6.50 per set
100 or more sets $5.00 per set

N.I.E.A. Officers

Dr. Kenneth Ross, President
(Sioux)

Helen Scheirbeck
1st Vice-President
(Lumbee)

Kanatakeniate Tom Cook
2nd Vice-President
(Wolf Clan Mohawk Nation)

Patricia Locke, Secretary
(Chippewa/Sioux)

Rick St. Germaine, Treasurer
(Ojibway)

N.I.E.A. Staff

Dr. Noah Allen
Executive Director
(Euchee)

Charles Townley
N.I.E.A. Library Project
Project Director

Edison Ward
Technical Assistance
Coordinator
(Sioux)

Vickie Ackley
Project Secretary
(Chippewa)

0017